**Science Subject Council – Professional Learning Cycle – Day 1 Plan**

*Minds On*

1. looking at data: feedback from Cooper, board data on success rates in courses, credit recovery data in science

* think-pair-share-square: what does this data tells us? what should we consider?
* whole group discussion: 1 point from each square

2. Tool 1.4 Implementing A*for*L & Tool 1.1 Big Ideas (from *Talk About Assessment*)

3. Learning Goals

*Action*

1. What is a PLCycle?

2. Today we’re on the PLAN part (show video from EduGAINS)

* Data = from Minds On plus anecdotal observations of our current classroom
  + Arrange teachers into subject/division groups (e.g. SNC1D, SNC2D, Chemistry, ...)
* In groups:
  + Reflect on summative 🡪 use a tool from Damian’s books
  + Diagnostic – are we using one? Can we come up with one?
* 6 assessment for learning practices
  + Activity: learning goals & success criteria from given expectations
    - In groups of 3-4 / subject/division groups
    - Each group receives a different “inquiry” expectation
      * **SNC1P**

B2.4 plan and conduct an inquiry into how a factor related to human activity affects a terrestrial or aquatic ecosystem and describe the consequences that this factor has for the sustainability of the ecosystem [IP, PR, AI, C]

* + - * **SNC1P**

E2.2 use an inquiry process to determine and compare the conductivity of various materials [PR, AI]

* + - * **SNC1P**

E2.6 use an inquiry process to investigate the effects that changing resistance and changing potential difference have on current in a simple series circuit [PR, AI]

* + - * **SNC2P**

C2.4 use an inquiry process to investigate the law of conservation of mass in a chemical reaction and account for any discrepancies [PR, AI]

* + - * **SNC2P**

E2.3 use an inquiry process to investigate the laws of refraction; use these laws to explain the characteristics of images formed by plane, converging (concave), and diverging (convex) mirrors; and draw ray diagrams to illustrate their observations [PR, AI, C]

* + - Answer the questions on chart paper:
      * What are my students expected to learn?
      * How will you assess student learning – what are the look fors?
    - Whole Group Sharing 🡪 compare and consolidate
      * Should have similar criteria for inquiry
      * Introduce general rubric from Cooper’s book
      * Look @ Ch 8 in Cooper’s book:
        + P.149, 152, 154 🡪 tools for assessment
* What do we want to focus on?
  + Separate into groups 🡪 common subject/course, common tool/strategy

*Consolidation*

Application 🡪 Plan. Determine when to “Act” and “Observe”

**What unit are you teaching (or will be teaching before Mar 22)?**

**What is/are the summative(s)?**

**Do you have a diagnostic?**

**What assessment practice would you like to focus on?**

**Create a common task & tool; choose a common strategy**

**Try it with your students**

**Bring back student samples on Mar 22**

Notes on Cooper’s *Talk About Assessment*:

* P.149 really great table for determining assessment tool to use
  + P.152 pros & cons
  + P.154 graphic
* A rubric is qualitative
* P.151 explains the “vague” words on a rubric
* P.163 examples of good and bad rubrics
* P.162 “reduce error in using rubrics by participating in shared or moderated marking” (moderated marking came up in the feedback forms)
* P.164 & 165 performance vs product
* P.166 developing and refining rubrics needs to be an ongoing, year-to-year process
* P.170 rubric checklist (tool 1.6)